Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Anchor Text: Two of Everything

Tic Tac Toe

Directions: After reading, ***Two of Everything*** choose **three** activities to do. Complete one from each category **(Vocabulary/Spelling, GRAMMAR, and COMPREHENSION).** Mark your choices with X’s or O’s. Staple your completed work together & return it to school.

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| --- | --- | --- |
| **Vocabulary/Spelling**  Read and listen to someone else read spelling words. Create a tree map titled Long Vowel Sounds with two branches –A & -I. Write spelling words under the correct branch. Underline the long vowel patterns. | **Vocabulary/Spelling**  Look each vocabulary word up in the glossary in the back of the reading book. Read the definition. Create a chart with three columns and 8 rows. In the first column write the vocabulary word. In the second column write the guidewords from the glossary page. In column three rewrite the definition in your own words. | **Vocabulary/Spelling**  Write your spelling words in ABC order ***BACKWARDS*** (Z-A). Then write a paragraph that tells how all of the spelling words are the same and different. |
| **GRAMMAR**  Possessive pronouns show when something belongs to someone. Make a list of nouns from the anchor text. Think of a possessive pronoun to replace the noun. Write a sentence to show your possessive noun.  EX: Yeh Shen’s fish could talk. = Her fish could talk.  That is the boy’s book. = This is his book | **GRAMMAR**  Make a list of 10 friends and family. Write a possessive pronoun for each person.  Ex: Larry’s =his  Suzi’s = her | **GRAMMAR**  **Create a tree map with 2 branches. Choose 10 verbs from the story. Think of an adverb to go with each verb.**  Tell Me More  Adverbs Verbs  quickly ran  gracefully danced  ferociously growled |
| **COMPREHENSION**  Reread Two of Everything. Use p.484-485, draw & complete the character chart. Use words and pictures from the story as text evidence. | **COMPREHENSION**  Chose two pages from the anchor text to reread. Write a paragraph to summarize the pages. Answer the questions: Who, Did what, When, Where, & Why. | **COMPREHENSION**  Read Stone Soup and Two of Everything. Create a double bubble map. List how the texts are the same (middle bubbles) and different (outside bubbles). Write a short paragraph summarizing what you discovered. |

**Vocabulary Words:**

Search, container, startled, odd, leaned, tossed, grateful, village

**Spelling Sound Words:**

**Aim, snail, bay, braid, ray, always, gain, sly, chain, shy, bright, fright**

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**Super Second Grade Mission 29:**

* **Read & listen to grade level stories. Retell the story in correct sequence using details from the story.**
* **Distinguish between realistic and fictional elements of a story.**
* **Identify, & use possessive pronouns. Replace possessive nouns with pronouns.**
* **Understand connections between texts. How are the texts different? How are they the same?**
* **Read, write, and use words with long A and long I vowel patterns.**
* **Fluently add and subtract math problems equaling 0-20 (3 seconds per problem).**
* **Fluently add and subtract math problems equaling between 0-1000, regrouping as needed.**
* **Understand that an equal sign means that both sides are balanced (equal the same number, 6=6 or 3+3=2+4).**
* **Read, explain, and accurately solve word problems using pictures, numbers, equations, & words.**

Assignments:

**Reading/ELL & Spelling:** Complete 3 tasks from the TIC TAC TOE board (one from each category). Study spelling sound patterns. We will have assessments on Friday.

**Math:** Practice math problems using flash cards and fluency page. Please use a dry erase marker & page protector (don’t write on the actual paper).